

Bellfield Primary School



Marking & Feedback Policy

Date Issued: January 2022
Ratified by Governing Body:
Review Date: January 2024

The aim of this policy is to enable children to become reflective learners and help them to close the gap between current and desired performance. We believe feedback (and marking) should be constructive to every child, focusing on success and improvement needs against learning intentions. There is a clear difference between marking and feedback. Marking is the process of putting marks on the children's work. Feedback can take many different forms – one of which is marking, but all forms of feedback should be given within the lesson in which the objective was taught or as close to the lesson as possible.

Types of Feedback/Assessment

There are 4 types of feedback/assessment that are used at Bellfield Primary School:

- Verbal Feedback
- Teacher assessment (may include pink and green highlight or be on whole class feedback form)
- Self-assessment (against success criteria – this will be in the form of a sticker with the objective on)
- Peer-assessment (often using peer-critique sheets or sticker with objective on)

It is at the discretion of individual class teachers which method of assessment they use for each lesson.

Marking will include the following:

Tickled Pink = strengths. Any parts of a pupils' work highlighted **pink** will indicate what a child has done well.

Green for Growth = areas for development. Any parts of a pupils' work highlighted **green** will indicate developmental areas for the child.

Yellow = In KS1, letter and number formation misconceptions are highlighted using a **yellow** highlighter. Using the yellow highlighter, staff will show the children in their books how to write the letter or number. This will then be traced by the child and practised underneath.

Pupils will rectify through self-correction, using a purple polishing pen/crayon at that time.

At Bellfield Primary, the marking and feedback policy is aligned to the needs and expectations of the phases of the school as follows:

Early Years Foundation Stage (EYFS)

It is expected that the vast majority of marking and feedback in this phase of the school will be verbal and adults working alongside the pupils will demonstrate misconceptions where applicable and suitable. Where verbal feedback has been given to a pupil in relation to a piece of work they have completed (which is recorded), no indication needs to be given unless a written VF is appropriate and will aid in assessment.

KS1


It is expected that the vast majority of marking and feedback will be done alongside children in the lesson and can take the form of any of the above types of marking and feedback as deemed necessary by the teacher. The coding system (attached) and pink and green highlighting is to be used where necessary and appropriate in the children's work. Codes will be indicated on the line and discussed with children so they can identify areas for development. Children will use their purple polisher to correct this within the lesson.

KS2


It is expected that the vast majority of marking and feedback will be done alongside children in the lesson and can take the form of any of the above types of marking and feedback as deemed necessary by the teacher. The coding system (attached) and pink and green highlighting is to be used where necessary and appropriate in the children's work. Codes will be indicated in the margin and discussed with children so they can identify areas for development. Children will use their purple polisher to edit and correct within the lesson.

Codes


KS1

Bellfield Primary School 


Marking Code
Years 1 – 2

| | |
|--|---------------------------------|
| Spelling mistake Sp | Capital letter CL |
| Vocabulary needs attention V | Finger Space FS |
| Full stop  | Sentence structure SS |
| | Something's missing ^ |

EYFS

Bellfield Primary School 

Marking Code
EYFS

| |
|--|
| Capital letter CL |
| Vocabulary needs attention V |
| Full stop  |
| Finger Space FS |

Codes

KS2



Spelling mistake

Sp

Vocabulary needs
attention

V

New paragraph

//

Punctuation

P

Tense

T

Sentence structure

SS

Something's
missing

^

New sentence

/

Reviewer: A Howard (Head of School)